

LEGAL AND PROTECTIVE SERVICE CAREERS II

COURSE DESCRIPTION

The course will offer an in-depth study of legal and protective service careers in which current legal and protective service careers issues will be discussed and debated. Local, state, federal, and international laws will be analyzed. Subject matter will include a comparison of the legal and protective service careers in the United States with other countries. Students will have opportunities to participate in mock trials and field trips with legal and protective service careers emphasis. Course content will introduce new technology, effects of forensic analysis, and career opportunities. The course content will include information for planning, managing, and providing judicial, legal and protective services.

Pre-requisites: Legal and Protective Service Careers I

Recommended Credits: 1 - 2

Recommended Grade Level: 11th and 12th

Note (1): Learning expectations to be completed for one credit are identified with one asterisk (*); those to be completed for two credits are identified with two asterisks (**).

**LEGAL AND PROTECTIVE SERVICE CAREERS II
STANDARDS**

- 1.0 Students will evaluate career opportunities and paths within legal and protective service careers.
- 2.0 Students will analyze the impact of the United States Constitution on current legal issues.
- 3.0 Students will examine the effects of forensic science on legal and protective service careers.
- 4.0 Students will develop a case study addressing a specific problem within legal and protective service careers.
- 5.0 Students will analyze criminal court procedures and participants.
- 6.0 Students will analyze the changing philosophy of the correctional system and its impact on legal and protective service careers.
- 7.0 Students will analyze pre-trial criminal court procedures and participants.
- 8.0 Students will examine standards of ethics and professionalism in legal and protective service careers.
- 9.0 Students will analyze and evaluate law enforcement investigative techniques.
- 10.0 Students will demonstrate an understanding of advanced legal terminology.
- 11.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

LEGAL AND PROTECTIVE SERVICE CAREERS II

STANDARD 1

Students will evaluate career opportunities and paths within legal and protective service careers.

LEARNING EXPECTATIONS

The student will:

- 1.1 Examine opportunities for advancement within legal and protective service careers. *
- 1.2 Research and develop a plan for an entrepreneurial opportunity relating to technological advancements in the legal and protective service career field. **
- 1.3 Assess personal characteristics which predict success in different jobs in legal and protective service careers. *
- 1.4 Investigate post-secondary education, professional organizations, web sites, and trade publications appropriate for continuing education. **

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1 Chart education requirements and work experiences related to careers in legal and protective service careers.
- 1.2 Compares career plans for various career paths in legal and protective service careers.
- 1.3 Profiles personal characteristics, which are evident in individuals who are successful as a professional in legal and protective service careers.
- 1.4 Maintains electronic files following the progress of professional organizations, trends, and emerging technologies in legal and protective service careers.

SAMPLE PERFORMANCE TASKS

- Investigate emerging areas in the legal and protective service careers field.
- Research and present information on career paths in the legal and protective service careers field. Develop a program to inform middle school students on career paths in the legal and protective service career field.
- Incorporate professional terminology into conversations during training activities.
- Develop personal characteristics, which are evident in individuals in legal and protective service careers.

INTEGRATION LINKAGES

Co-operative Learning Experiences, Place-Based Learning, Contemporary Issues, Advanced Math, Drama, Library Science, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy, Tennessee Highway Patrol, Tennessee Sheriffs' Association

LEGAL AND PROTECTIVE SERVICE CAREERS II

STANDARD 2

Students will analyze the impact of the United States Constitution on current legal issues.

LEARNING EXPECTATIONS

The student will:

- 2.1 Analyze constitutional amendments 4, 5, 6, 8, and 14 as they pertain to select United States Supreme Court cases. *
- 2.2 Examine recent United States Supreme Court decisions and their impact on an individual's rights. *
- 2.3 Examine United States Constitutional rights as they apply to high school students. *
- 2.4 Analyze the impact of the 14th amendment on state court decisions. **

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1 Examines the U.S. Supreme Court cases Rochin v. California, Mapp v. Ohio, Gideon v. Wainwright, Miranda v. Arizona, and Katz v. U.S.
- 2.2 Using current media, researches four (4) recent Supreme Court cases and determines their impact on individual rights.
- 2.3 Analyzes New Jersey v. T.L.O.
- 2.4 Analyzes Gideon v. Wainwright.

SAMPLE PERFORMANCE TASKS

- Prepare a copy of the amendments to the United States Constitution.
- Listen to and question a guest speaker on a topic related to the impact of the United States Constitution on recent court cases.
- Role-play New Jersey v. T.L.O.
- Select a current United States Supreme Court case and review it.
- Debate Supreme Court decisions.
- Develop an integrated project with history and government classes to research a current Supreme Court case and organize debate teams to debate the issues.

INTEGRATION LINKAGES

Co-operative Learning Experiences, Place-Based Learning, Contemporary Issues, Advanced Math, Drama, Library Science, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy, Tennessee Highway Patrol, Tennessee Sheriffs' Association

LEGAL AND PROTECTIVE SERVICE CAREERS II

STANDARD 3

Students will examine the effects of forensic science on the legal and protective service careers.

LEARNING EXPECTATIONS

The student will:

- 3.1 Evaluate the value of deoxyribonucleic acid (DNA) testing in criminal investigations. *
- 3.2 Trace the development of forensic science regarding criminal investigations. *
- 3.3 Evaluate current scientific technology and projects possible use of technology in future criminal investigations.*
- 3.4 Analyze recent deoxyribonucleic acid (DNA) findings and their impact on judgments in past criminal cases. *
- 3.5 Relate current fingerprinting techniques to their impact on legal and protective service careers. *
- 3.6 Analyze the impact of medical forensic science on a criminal investigation. **

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1 Appraises and interprets a case study as to the importance of deoxyribonucleic acid (DNA) evidence.
- 3.2 Sketches a diagram outlining the development of forensic science procedures in criminal investigations.
- 3.3 Predicts future applications of scientific technologies in legal and protective service careers. **
- 3.4 Examines recent death row cases that have been reversed based on deoxyribonucleic acid (DNA) testing.
- 3.5 Demonstrates techniques for fingerprinting and lifting latent prints.
- 3.6 Using a video of a case study, evaluates an autopsy, and analyzes its effects on a criminal investigation.

SAMPLE PERFORMANCE TASKS

- Develop deoxyribonucleic acid (DNA) evidence with a chemistry class.
- Conduct a mock trial or an evidence hearing using an expert witness from the chemistry class.
- Participate in a fingerprinting demonstration using local police assistance.
- Critique a field trip to an area prison.
- Develop an integrated research study group with science, chemistry, and biology to analyze future effects of forensic science on criminal investigations.

INTEGRATION LINKAGES

Co-operative Learning Experiences, Place-Based Learning, Contemporary Issues, Advanced Math, Drama, Library Science, Psychology, Sociology, Social Studies, Chemistry, General Science, Health, Biology, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy, Tennessee Highway Patrol, Tennessee Sheriffs' Association

LEGAL AND PROTECTIVE SERVICE CAREERS II

STANDARD 4

Students will develop a case study addressing a specific problem within legal and protective service careers.

LEARNING EXPECTATIONS

The student will:

- 4.1 Compare and contrast various legal and protective service career case studies. *
- 4.2 Describe various research techniques and the impact of statistics on research. *
- 4.3 Explain research and case study terms. **

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1 Researches and develops a legal and protective service career case study on a chosen topic.
- 4.2 Compares and contrasts legal and protective service career case studies.
- 4.3 Lists the major research and case study terms.

SAMPLE PERFORMANCE TASKS

- Discuss the various case study formats.
- A guest speaker or a student presents a review of a case study followed by a class discussion.
- Compose a poster of research terms.
- Participate in Tennessee SkillsUSA-VICA prepared speech competition.

INTEGRATION LINKAGES

Co-operative Learning Experiences, Place-Based Learning, Contemporary Issues, Advanced Math, Drama, Library Science, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy, Tennessee Highway Patrol, Tennessee Sheriffs' Association

LEGAL AND PROTECTIVE SERVICE CAREERS II

STANDARD 5

Students will analyze criminal court procedures and participants.

LEARNING EXPECTATIONS

The student will:

- 5.1 Interpret roles of various professionals and lay courtroom participants. *
- 5.2 Interpret responsibilities and functions of the courtroom professionals. *
- 5.3 Examine the role of the defendant in the court. *
- 5.4 Evaluate the role of the jury in a criminal trial. *
- 5.5 Analyze the role of the various types of witnesses. *
- 5.6 Interpret the criminal trial courtroom process. **

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Performs the role of a courtroom participant in a mock trial.
- 5.2 Discusses roles and responsibilities of each of the courtroom professionals.
- 5.3 Analyzes the case *Farretta v. California US Supreme Court case 1975*, regarding representing oneself.
- 5.4 Critiques the video *Twelve Angry Men* using a worksheet.
- 5.5 Critiques a court case using a worksheet after a field trip to a local criminal court.

SAMPLE PERFORMANCE TASKS

- Discuss the 6th amendment.
- Take a field trip to a criminal court.
- Listen to and question a guest speaker, such as a prosecuting attorney, a defense attorney, or a court official.

INTEGRATION LINKAGES

Co-operative Learning Experiences, Place-Based Learning, Contemporary Issues, Advanced Math, Drama, Library Science, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy, Tennessee Highway Patrol, Tennessee Sheriffs' Association

LEGAL AND PROTECTIVE SERVICE CAREERS II

STANDARD 6

Students will analyze the changing philosophy of the correctional system and its impact on legal and protective service careers system.

LEARNING EXPECTATIONS

The student will:

- 6.1 Examine the different types of correctional institutions. *
- 6.2 Analyze the discretion in sentencing and oversight responsibilities exercised by judges. *
- 6.3 Examine the origin and development of the correctional systems in the United States. *
- 6.4 Evaluate various types of punishment. *
- 6.5 Evaluate the juvenile corrections system. *

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1 Charts various types and levels of prisons.
- 6.2 Determines an appropriate sentence for criminal defendants.
- 6.3 Analyzes the change from penitentiary to reformatory.
- 6.4 Analyzes the use of chain gangs, boot camps, and other correctional techniques.
- 6.5 Compares juvenile and adult correctional systems.

SAMPLE PERFORMANCE TASKS

- Take a field trip to a juvenile detention center.
- Take a field trip to a prison and a jail.
- Invite guest speakers on programs designed to deter offenders.
- Use applicable videos on prisons.

INTEGRATION LINKAGES

Co-operative Learning Experiences, Place-Based Learning, Contemporary Issues, Advanced Math, Drama, Library Science, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy, Tennessee Highway Patrol, Tennessee Sheriffs' Association

LEGAL AND PROTECTIVE SERVICE CAREERS II

STANDARD 7

Students will analyze pre-trial criminal court procedures and participants.

LEARNING EXPECTATIONS

The student will:

- 7.1 Differentiate between the professional and lay courtroom participants. *
- 7.2 Examine the responsibilities and functions of courtroom professionals. *
- 7.3 Appraise the role of the attorney in the court. **

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 7.1 Performs a mock pre-trial.
- 7.2 Compares and contrasts the roles and responsibilities of each of the courtroom professionals.
- 7.3 Plays the role of the attorney in a pre-trial hearing.

SAMPLE PERFORMANCE TASKS

- Participate in a mock trial.
- Take a field trip to a local court.
- Listen to and question a guest speaker, such as a judge, a prosecutor, or a defense attorney.

INTEGRATION LINKAGES

Co-operative Learning Experiences, Place-Based Learning, Contemporary Issues, Advanced Math, Drama, Library Science, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy, Tennessee Highway Patrol, Tennessee Sheriffs' Association

LEGAL AND PROTECTIVE SERVICE CAREERS II

STANDARD 8

Students will examine standards of ethics and professionalism in legal and protective service careers.

LEARNING EXPECTATIONS

The student will:

- 8.1 Examine personal anger management principles. *
- 8.2 Examine the influence of the various codes of ethics in legal and protective service careers. *
- 8.3 Decide appropriate ethical actions for fictitious situations. **
- 8.4 Relate professionalism and ethics to the activities of prosecution and defense attorneys. **

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 8.1 Selects stress management procedures appropriate for given situations.
- 8.2 Analyzes the national and state bar association codes for prosecution and defense lawyers.
- 8.3 Critiques a video, such as *Dirty Harry*, as it pertains to ethical situations in the workplace.
- 8.4 Analyzes the role of prosecutorial discretion.

SAMPLE PERFORMANCE TASKS

- Discuss issues related to ethics and professionalism with a guest speaker from the prosecutor's office.
- View and critique the video *Dirty Harry*.
- Obtain and analyze the national and state bar association codes of ethics and professional responsibility and analyze them.
- Engage in a class discussion on ethics with someone from the Tennessee Bar Association (TBA) Board of Professional Responsibility.

INTEGRATION LINKAGES

Co-operative Learning Experiences, Place-Based Learning, Contemporary Issues, Advanced Math, Drama, Library Science, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy, Tennessee Highway Patrol, Tennessee Sheriffs' Association

LEGAL AND PROTECTIVE SERVICE CAREERS II

STANDARD 9

Students will analyze and evaluate law enforcement investigative techniques.

LEARNING EXPECTATIONS

The student will:

- 9.1 Examine duties in preserving and maintaining a crime scene. *
- 9.2 Analyze the general types of evidence. *
- 9.3 Determine appropriate police actions in investigating a crime scene. *
- 9.4 Analyze various methods used to obtain information from witnesses. **
- 9.5 Examine methods used to mark and identify evidence. *
- 9.6 Analyze the importance of maintaining the chain of custody. **
- 9.7 Investigate the scene of a hypothetical crime. *

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 9.1 Composes a checklist for maintaining a crime scene.
- 9.2 Inventories the major categories of evidence.
- 9.3 Determines the steps for conducting an investigation of a crime scene.
- 9.4 Conducts a mock interview.
- 9.5 Demonstrates proper evidence marking identifying techniques.
- 9.6 Constructs a scenario in which the need for proper evidence collection and control is clear.
- 9.7 Simulates the investigation of a crime scene.

SAMPLE PERFORMANCE TASKS

- Perform various activities and strategies to preserve a crime scene.
- Perform various activities for gathering evidence at a crime scene.
- Listen to and question guest speakers.
- Watch the video *Forensics Detectives*.
- Participate in the criminal justice competition in Tennessee SkillsUSA-VICA.
- Work with school officials to preserve crime scenes on campus until law enforcement officials arrive on the scene.

INTEGRATION LINKAGES

Co-operative Learning Experiences, Place-Based Learning, Contemporary Issues, Advanced Math, Drama, Library Science, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy, Tennessee Highway Patrol, Tennessee Sheriffs' Association

State Board of Education Approved
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LEGAL AND PROTECTIVE SERVICE CAREERS II

STANDARD 10

The student will demonstrate an understanding of advanced legal terminology.

LEARNING EXPECTATIONS

The student will:

- 10.1 Explain research and case study terms. *
- 10.2 Examine procedural law terminology used in arrest, pre-trial, and trial events. **
- 10.3 Examine terms applicable to adult and juvenile corrections. *

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 10.1 Incorporates terms associated with criminal case studies into the language of the classroom.
- 10.2 Constructs a scenario explaining terms used.
- 10.3 Compares and contrasts terms used in adult versus juvenile corrections.

SAMPLE PERFORMANCE TASKS

- Conduct a mock trial.
- Construct case study scenarios.
- Role-play situations in which the appropriate terms are used.
- Participate in a *Jeopardy*-like quiz show.

INTEGRATION LINKAGES

Co-operative Learning Experiences, Place-Based Learning, Contemporary Issues, Advanced Math, Drama, Library Science, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy, Tennessee Highway Patrol, Tennessee Sheriffs' Association

LEGAL AND PROTECTIVE SERVICE CAREERS II

STANDARD 11.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

LEARNING EXPECTATIONS

The student will:

- 11.1 Exhibit positive leadership skills. *
- 11.2 Participate in SkillsUSA-VICA as an integral part of classroom instruction. *
- 11.3 Assess situations and apply problem-solving and decision-making skills to relationships in the community, and workplace. *
- 11.4 Demonstrate the ability to work cooperatively with others in a professional setting. *

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 11.1 Demonstrates character, leadership, honesty, and integrity using creative and critical-thinking skills.
- 11.2.A Applies the points of the creed to personal and professional situations.
- 11.2.B Participates and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 11.3. Analyzes situations in the workplace and uses problem-solving techniques to solve the problem.
- 11.4.A Participates in a community service project.
- 11.4.B Assists with an officer campaign with Tennessee SkillsUSA-VICA.

SAMPLE PERFORMANCE TASKS

- Create a leadership inventory and use it to conduct a personal assessment.
- Participate in various SkillsUSA-VICA programs and/or competitive events.
- Evaluate an activity within the school, community, and/or workplace and project effects of the project.
- Implement an annual program of work.
- Prepare a meeting agenda for a SkillsUSA-VICA monthly meeting.
- Attend a professional organization meeting such as, Tennessee Sheriff's Association.
- Participate in the American Spirit Award competition with SkillsUSA-VICA.
- Complete the *Professional Development Program - Level I and II*, SkillsUSA-VICA.

INTEGRATION LINKAGES

SkillsUSA-VICA, *Professional Development Program*, SkillsUSA-VICA, Communications and Writing Skills, Teambuilding Skills, Research, Language Arts, Sociology, Psychology, Math, Math for Technology, Applied Communications, Social Studies, Problem Solving, Interpersonal Skills, Employability Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Chamber of Commerce, Colleges, Universities, Technology Centers, and Employment Agencies, Tennessee Highway Patrol, Tennessee Law Enforcement Academy.

State Board of Education Approved

July 2001

Tennessee Bureau of Investigation, Federal Bureau of Investigation, Federal Food and Drug
Administration